











































COMMUNICATING AND LITERACY

Element Students learn about....	Code	Learning Outcome Students should be able to....	ACTIVE	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
Speaking appropriately for a variety of purposes	1.1	Listen to obtain information relating to more than one option						
	1.2	Ask questions to obtain information						
	1.3	Follow a series of spoken instructions under supervision						
	1.4	Express personal opinion, facts and feelings appropriately						
	1.5	Participate in practical, formal and informal communications						
	1.6	Listen and respond to a range of stories						

Using nonverbal behaviour to get the message across	2.1	Identify a range of non-verbal communication methods						
	2.2	Use appropriate non-verbal behaviour in communicating a simple idea						
	2.3	Relay a response or request non-verbally						
	2.4	Respond to nonverbal signals and signs encountered in daily life						
	2.5	Follow the sequence of non-verbal instructions or directions for a frequent activity						
Reading to obtain basic information	3.1	Read familiar words that are commonly used and personally relevant						
	3.2	Use simple rules and text conventions that support meaning						
	3.3	Interpret different forms of writing ad text, including social signs and symbols						

	3.4	Find key information from different forms of writing						
	3.5	Use a range of reading strategies						
Using a range of forms to express opinions	4.1	Write/type notes and messages needed for simple tasks						
	4.2	Write/ type at least five sentences so that they convey meaning or information						
	4.3	Use the main rules of writing appropriately						
	4.4	Use a range of spelling patterns						
	4.5	Use a range of different forms of writing to sit purpose and audience						
Using Expressive arts to Communicate	5.1	Participate in a Performance or a presentation						

	5.2	Create a range of images using a variety of materials						
	5.3	Produce a piece of work for display						
	5.4	Listen to a range of music and respond by discussing thought and feelings						
	5.5	Use drama or dance to explore real and imaginary situations						
Using suitable technologies for a range of purposes	6.1	Identify three everyday uses of technology						
	6.2	Use technology requiring not more than three functions, for personal, for home, and educational/ workplace use						
	6.3	Use technology to communicate in an activity with others						
	6.4	Use a new piece of ICT equipment						

	6.5	Turn a personal computer on an off safely						
	6.6	Identify the information symbols on a desktop						
	6.7	Use frequently used keys appropriately						
	6.8	Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exist safely						
	6.9	Access a range of websites on the internet						
	6.10	Find information for a project on the web						
	6.11	Send and open an email						

NUMERACY







Element Students learn about....	Code	Learning Outcome Students should be able to....	ACTIVE	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
Managing Money	1.1	Recognise frequently used Euros notes and coins						
	1.2	Pay for an item correctly and count the change in a mock-up or real-life shopping transaction						
	1.3	Understand a common household bill in relation to the service provided, how much being charges and how can it be paid for						
	1.4	Recognise the difference between using money to buy essential and luxury items						
	1.5	Plan a personal budget for the week						
	1.6	Save a small amount of money each week to buy an item						
Developing an awareness of number	2.1	Recognise numbers up to 100 in N						

	2.2	Recognise place value in relation to units, tens and hundreds						
	2.3	Add two-digit whole numbers that total less than 100 in the context of an everyday situations						
	2.4	Subtract two-digit whole numbers I the context of an everyday situation						
	2.5	Estimate quantities to the nearest value in broad terms						
Developing an awareness of temperature	3.1	Use appropriate words to describe temperature						
	3.2	Identify instruments used for indicating and adjusting temperature						
	3.3	Related temperatures to everyday situations						
	3.4	Locate appropriate temperatures on a cooker dial						
	3.5	Compare temperatures for the different times of the year						
























Developing an awareness of weight and capacity	4.1	Use appropriate vocabulary to describe the units of weight and capacity						
	4.2	Identify the marks for the units of weight and capacity						
	4.3	List some examples of weight and capacity from daily life						
	4.4	Use a graduated vessel to work out the capacity of liquids						
	4.5	Use a weighing scale to work out the weight of powder and solids						
Developing an awareness of length and distance	5.1	Use appropriate vocabulary to describe the units in length and distance						
	5.2	Identify the units of length and distance on a ruler, meter stick and measuring tape						
	5.3	Use a ruler to draw and measure different lengths of lines						
	5.4	Estimate the length of common objects						
	5.5	Measure the length of common places						

Using a calculator	6.1	Find digits 0-9 and the decimal point and necessary operations buttons (+, -, ÷, =)						
	6.2	Use a calculator to solve simple maths problems						
	6.3	Use a calculator to correct work which has been completed without the use of a calculator						
	6.4	Find and use a calculator on a mobile phone to work out how much several items will cost in a shopping trip						
Developing Spatial Awareness	7.1	Use appropriate vocabulary to describe direction						
	7.2	Use a simple map to find a given location						
	7.3	Draw a simple map to give directions						
	7.4	Calculate the distance between two places on a map						
	7.5	Use the body or body parts to move in a given direction						
	7.6	Move a range of objects in given directions						



Using data for a range of different purposes	8.1	Identify uses of data in everyday life						
	8.2	Identify basic approaches to data collection						
	8.3	Collect a range of data using one of the following: a survey, record sheet, tally system or audio - visual records						
	8.4	Interpret basic data of two criteria						
	8.5	Construct basic representation to communicate data with two criteria						
	8.6	Talk about/ discuss information from basic data						
Using shapes	9.1	Name common 2D and 3D shapes in everyday life						
	9.2	Divide a line into two equal segments without measuring						
	9.3	Find axes of symmetry of familiar 2D and 3D shapes and figures by folding and mark them						
	9.4	List the properties of common 2D and 3D shape forms						
	9.5	Sort 2D and 3D shapes and forms in relation to size						














Developing an awareness of time	10.1	Tell the time from an analogue clock for the hour, half hour and quarter hour						
	10.2	Tell the time from a digital clock for the hour, half hour and quarter hour						
	10.3	Identify key times during the day, on the hour, half hour and quarter hour						
	10.4	Solve problems to work out the passage of time						
	10.5	Find a specified day or date on calculator or timetable						
	10.6	Match months or activities with their seasons						


PERSONAL CARE

























Element Students learn about....	Code	Learning Outcome Students should be able to....	ACTIVE	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
Developing good daily personal care	1.1	Identify essential daily personal care practices						
	1.2	Describe the most important ways of keeping the body clean						
	1.3	Identify some benefits of good personal care						
	1.4	Explain the benefits of a range of daily personal care products						
	1.5	Maintain an agreed personal care plan						
	1.6	Give two or three reasons to care for personal belongings						

	1.7	Identify appropriate clothing for a range of routine activities at home						
Developing healthy eating habits	2.1	Sort familiar foods according to food group						
	2.2	Describe typical foods and drinks associated with a well-balanced diet						
	2.3	Describe common consequences of a good diet						
	2.4	Participate in the preparation of healthy meals						
	2.5	Identify common safe practices associated with food preparation and storage						
	2.6	Demonstrate appropriate food hygiene and safety practices						
Developing a healthy lifestyle	3.1	Identify three personal benefits of regular exercise						






















	3.2	Outline a personal weekly exercise plan						
	3.3	Demonstrate the principles of safe exercise practice						
	3.4	Explain how the food we eat contributes to our state of health						
	3.5	Give two examples of lifestyle choices which affect our health						
	3.6	Identify a range of emotional and physical states						
Being Able to Manage Stress	4.1	Describe school/personal /community situations that are stressful						
	4.2	Recognise some signs of stress						
	4.3	Identify some ways to relax						

	4.4	Demonstrate a relaxation technique						
	4.5	Practice a range of relaxations techniques in real life circumstances						
	4.6	Identify a range of situations in which the ability to relax has been helpful						
Knowing how to stay safe	5.1	Identify key safe risks in the workplace/home /community						
	5.2	Identify when personal safety is threatened						
	5.3	Name daily practices that promote personal safety						
	5.4	Describe appropriate response when a risk is identified						
Becoming aware of one's sexuality	6.1	Identify the standard names of the sexual organs						









	6.2	Describe the functions of the sexual parts of the body						
	6.3	Recognise the physical and emotional changes which occur in girls and boys during adolescence						
	6.4	Recognise the difference between appropriate and inappropriate ways of expressing feelings						
	6.5	Recognise the difference between a friendship and a more intimate relationship						
Recognising emotions	7.1	Identify common emotions and associated words used to express them						
	7.2	Recognise their own emotional responses to a range of situations						
	7.3	Describe appropriate ways of expressing their emotions						
	7.4	Recognise the emotions of others						

	7.5	React in an emotionally appropriate way in a given situation						
Making Personal Decision	8.1	List the main values in the student's life						
	8.2	Describe how values are linked to making decisions in a range of scenarios						
	8.3	Make a list of what and who can influence decision-making						
	8.4	Identify the choices and consequences involved in an imminent short-term decision						
	8.5	Explore the consequences of decisions made, both while implementing and on conclusion						

LIVING IN THE COMMUNITY
















Element Students learn about....	Code	Learning Outcome Students should be able to....	ACTIVE	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
Developing good relationships	1.1	Recognise different kinds of relationships						
	1.2	Identify situations where people speak differently depending on audience						
	1.3	List ways in which name calling and teasing can be hurtful to self and others						
	1.4	Recognise/list ways in which they would like to be treated						
	1.5	Describe ways of making and keeping friends						
	1.6	Participate cooperatively in a group situation						












	1.7	Recognise the importance of respect in relationships						
Resolving Conflict	2.1	Describe what peer pressure is, give examples of peer pressure and suggest ways of handling it						
	2.2	Describe ways of handling peer pressure						
	2.3	Demonstrate an ability to negotiate with peers						
	2.4	Describe the characteristics of bullying behaviour						
	2.5	Identify the school's approach to dealing with bullying behaviour						
	2.6	Identify the steps for dealing with conflict						
Using local facilities	3.1	List ways of spending leisure time						

	3.2	Identify familiar places and organisations in the local community						
	3.3	Distinguish between what is free and what has to be paid for in the local community						
	3.4	Participate in a school-based community project and record their participation						
Seeking help and advice	4.1	Name the relevant agencies that offer support and advice to the public						
	4.2	Describe the school's procedure for reporting an incident						
	4.3	Compile a short list of people or groups who can provide support, including personal contacts and groups/ organisations						
	4.4	Describe how to contact a range of people or organisations in their local area that can provide help and advice						
	4.5	Visit a local community organisation and ask for advice						

Making Consumer choices	5.1	List two organisations that work on behalf of consumers						
	5.2	Describe situations when an item needs to be brought back to a shop						
	5.3	Describe what a guarantee is						
	5.4	Identify labels on packages, clothes etc.						
	5.5	Recognise the most important signs and symbols on labels						
	5.6	Write a complaint or make a verbal complaint in a mock situation						




PREPARATION FOR WORK

Element Students learn about....	Code	Learning Outcome Students should be able to....	ACTIVE	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
Being Able To set goals for learning	1.1	Set learning goals						
	1.2	Create a learning plan which includes the necessary steps and timeframe to complete it. Link the plan to an IEP						
	1.3	Implement the plan						
	1.4	Express opinions on how performance could be improved						
Finding out about work	2.1	Identify different jobs that people do in their school						
	2.2	List three local employment opportunities						

	2.3	Describe one way in which people get a job or course of their choice						
	2.4	List possible jobs that they are interested in and find information on the requirements for the jobs						
	2.5	Visit a local employer and review the visit						
	2.6	Use a variety of ways to check for the advertisement of jobs						
Preparing for a work related activity	3.1	Identify and list their own talents						
	3.2	Create a curriculum vitae including personal profile, education and work experience details						
	3.3	Participate in a short interview						
	3.4	Keep a punctuality and attendance record for a month						

	3.5	Carry out specific tasks in a range of roles in school						
	3.6	Keep a record of tasks completed in a journal						
Developing an awareness of health and safety using equipment	4.1	Give examples of safe practices in three distinct workplaces						
	4.2	Use all tools and equipment correctly and safely in a range of practical classes						
	4.3	Describe and use electrical equipment correctly and safely in a range of practical classes						
	4.4	Store all tools, materials and equipment safely						
	4.5	List the different procedures for self-protection at work						
	4.6	Identify the fire exits in a school						

	4.7	Follow the instructions for a fire drill						
Taking Part in a work-related activity	5.1	Gather background information to help plan and participate in the activity						
	5.2	Sequence a number of steps to be taken to successfully complete the activity						
	5.3	Assume a role in the activity and identify tasks linked with the role						
	5.4	Use key words associated with the activity correctly						
	5.5	Identify safety procedures and/or permissions required for the activity						
	5.6	Learn how to use tools or equipment associated with the activity safely and correctly						
	5.7	Participate in the activity						

	5.8	Review the activity to evaluate its success						
	5.9	Assess effectiveness of own role in the activity			